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A
P L A N
OF
E D U C A T I O N,
FOR A
Limited Number
OF
YOUNG GENTLEMEN.

[*Entered at Stationer's Hall,*]

A
P L A N
OF
E D U C A T I O N,

FOR A
Limited Number

OF
YOUNG GENTLEMEN,

HUMBLY SUBMITTED

TO THE
CONSIDERATION OF THOSE PARENTS,

WHO REGARD THE
HEALTH, COMFORT, AND VIRTUE

OF THEIR
CHILDREN,

As POINTS *essentially* to be attended to in the COURSE of
their EDUCATION.

BY A CLERGYMAN
OF THE ESTABLISHED CHURCH.

L O N D O N:

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A P L A N, &c.

E DUCATION, in its true extent, may be understood to comprehend the application of all the arts and sciences which are necessary to render a child, by that time he shall become a man, able to sustain a respectable character and occupation in civilized and polished society. Great abilities, assiduity, experience and temper, are requisite to the successful discharge of its several duties. To habituate youth to a vigorous exercise of their faculties—to in-

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spire them with a love of solid learning—and to point out the best methods of attaining it ;—to improve their understanding—protect their innocence—establish in them principles of honour and duty—train them up in good habits—and reform their faults with a due mixture of gentleness and authority—are employments sufficient to engross the whole attention of the most active and diligent Tutor.

The management of a school is considered difficult: but to a man who can bring himself to delight in the various functions it requires, and will give himself the trouble to gain the affections of his Pupils, without diminish-

ing their respect for him ; habit will render it easy and pleasant.

This occupation is confessedly of very great importance. For upon the performance or neglect of its duties, depends in a great measure, the happiness or misery, not only of the children themselves ; but also, in many instances, that of all their nearest connections. No wonder then that Parents, who are sensible of the importance of the trust, are scrupulously nice in their enquiries respecting such as may best answer the purposes of it.

The Writer of this is himself a Pa-

rent : he feels the propriety of such investigations : and to afford authentic information to those who have occasion to make them, is the object of this address ; which, as it is to convey a plain and correct detail of the plan on which he conducts his school, neither claims the merit of originality, nor can reasonably incur the censure of plagiarism, though it should appear that he has availed himself of what others have written.

The points to be considered in placing out a son to school, are many and various. Perhaps the most essential may be comprized under the following heads ; viz.

Health,

Health, Learning, Discipline, Religion and Morals.

I. H E A L T H.

When we compare the enjoyments of healthy, and the sufferings of sickly children, and reflect on the different prospects with which they must enter into life ; we cannot but be sensible of the great care that should be taken to select all circumstances favourable to bodily health and strength, at least so far as a choice is practicable. Great regard is due to diet, clothing, lodging, air, exercise and cleanliness.

I, *Diet.*

Under this head, the mode of procuring the articles of which it is to consist, demands some consideration. Most things are best at the first hand. This holds particularly of such as are of a perishable nature. Thus, where there is a large garden and a Gardener constantly employed, a table cannot but be better and more plentifully supplied, than where every article of vegetable produce is to be purchased at a dear rate. And a plentiful dairy affords a still more estimable advantage, above those who must buy all their butter and milk vitiated with the usual adulterations.

Every

Every article of food provided for youth at school, should be equally and unexceptionably good: so as to obviate all desire to be at home for the sake of *better living*. And, though it may seem imprudent, if not impracticable; the cheerfulness of my Pupils shall be encouraged, by allowing them a free choice of whatever appears on a table always well supplied with variety of animal and vegetable food. In short; I am for imposing no restraint in this case, which a prudent Parent would not himself insist on.

2, *Clothing.*

The vicissitudes of season sufficient-

ly point out the propriety of suitable changes of apparel. To maintain that equal degree of circulation and perspiration which is essential to the welfare of the animal economy, warm clothing in winter, and light in summer, are requisite.

3. *Lodging.*

The number that must be accommodated with lodging in such schools as admit no Pupils but Boarders, renders it impossible to allot to each individual a separate apartment. But this disadvantage is amply compensated by single beds and lofty rooms, well ventilated and constantly kept clean. Also, it is of great importance, that the
School-

School-room should be large, well aired, and capable of having its degree of warmth adjusted to the comfort of those assembled in it, according to the exigency of existing circumstances. It is now generally known, that a large room is best warmed by a stove.

4. *Air.*

The air that is breathed by young Persons, whose friends desire to see them grow up healthy and strong, cannot be selected with too much care. Low situations are subject to damp and stagnant vapours : and the immediate vicinity of a great town is often as unwholesome as the worst part of the town

town itself.—A just elevation, on a light soil, and at a reasonable distance from town, is not only free from these objections, but also possesses the contrary good qualities in a degree truly desirable.—The frequency with which youth should be allowed the benefit of a salubrious air, leads me to speak of

5, *Exercise.*

The opportunities of recurring to this necessary relief from study should be as many as can possibly consist with a due attention to the immediate object of education. Before * they begin business in the morning—

* Those who dress quickly can always spare half the time assigned to that use, for their amusement in the play-ground.

after

after they have breakfasted—before and after dinner—as well as after the conclusion of their afternoon's business, they should be permitted to exercise their bodies, and amuse their minds, by a spontaneous application to any of those innocent and healthful diversions, of which every boy is acquainted with a sufficient variety, and in which most boys are sufficiently expert. An inclosed playground covered with gravel, will afford full scope for their ordinary amusements. And an occasional resort to an extensive, dry common will agreeably vary the scene of their relaxations.—A discreet superintendant will always take care to guard them,

on

on the one side, against such excessive exertions of bodily activity, as might endanger their health; and on the other, against such sedentary games as might give an irreparable taint to their morals, by inducing an itch for gambling.

Under the title of exercise may very well be included the polite and elegant accomplishment of *dancing*, which (to say nothing of the engaging address and graceful deportment of those who excel in it) is unquestionably the most healthful and lively amusement that can be practised within doors. It is taught here by *Mr. Galliard*.

Also

Also the *military exercise*, which conduces much to make a boy erect and firm in his gesture and motion, deserves to be regarded with particular attention.

6. *Cleanliness*

Is very essential to health. That the pupils may enjoy this comfort, they are not only required to wash and comb themselves, in their own apartments, every morning; but also, they are every evening attended, for the same purpose, by a steady matron, with whose assistance all the operations pertaining to this business are effectually and regularly performed,

and proper changes of linen supplied. In addition to these precautions, such as choose it, are, during the summer months, indulged with the use of a cold bath. Moreover, to encourage a habit of cleanliness and neatness, the pupils are taught to consider it as a thing unbecoming a gentleman, to be seen in a dirty or slovenly condition.

Before I quit the subject of *health*, it may be proper to observe, that there is a certain kind of *general attention* to the comfort and happiness of young persons, which never fails to secure a most useful attachment towards those who have the happy talent of exercising it with discretion.

And

And where the whole system of domestic economy has an obvious tendency to the comfort of the pupil, I shall not fear his *feeling* and joyfully confessing it.

II. LEARNING.

To convey learning, or instruction, with good success, not only a perfect knowledge of the branch a man professes to teach, but also a good address and persevering temper are requisite. And these qualifications are in no instance more so, than in teaching the first rudiments. To make a child know his letters—distinguish the vowels and consonants—and form syllables
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with accuracy and promptness, has often tired the patience, and exhausted the spirits of a man who could with pleasure conduct a student through the most difficult Latin and Greek Authors. However, as these things are indispensably initiatory to all other branches of learning, it is necessary that the young pupil should be made master of them, in the most skilful and engaging manner. Under a guide so qualified, the acquisition of learning will be attended with a sensible pleasure to the pupil, and he will press forward, with the eagerness of a successful warrior after fresh conquests.

When

When a child has gained a correct idea of the formation of *syllables*, he will learn to *read* with less difficulty than might be expected. He may now be led forward by that emulation to excel others, which is a most valuable spring to voluntary exertions, and which a judicious teacher always knows how to manage to the best advantage. Indeed this principle of emulation is of the utmost utility in the whole economy of a school. And to fix a boy's attention on the efficacy of his own industry and application, towards his advancement in rank and attainment of emoluments, may reasonably be expected to have the happiest effects, both at school, and through the

B. whole

whole course of his life. To this end, a daily prize to the most diligent, and frequent changes of place for the advancement of all who are found to have excelled* their fellows, together with a general tenor of encouraging language on the part of the teachers, are found extremely serviceable. And when once a pupil is fairly initiated in this good way, the vigilant and temperate care of his tutor will have no very difficult task, to restrain him from any great deviations, and to pro-

* For diligence is here regarded as the only passport to that kind of advancement, to which long standing has been supposed to convey the best right.

duce

duce the expected degree of improvement, progressively from time to time.

While, by this mode of treatment, we encourage the young genius to display itself, and often have the pleasure of finding considerable talents where we had little expectation; our general rule happily affords encouragement and comfort to those of the slenderest abilities. They who are in the habit of teaching can easily see, whether (in case of any deficiency) a boy fails from want of attention, or want of capacity. Our fundamental maxim to all, therefore, is, "That they are expected to do their best." And when it appears that a boy *has* done his best, though

he may not have accomplished all that was required, no disgrace ensues; but, on the contrary, he is taught to consider himself in a respectable light, for the laudable exertions he has used. He is not terrified with a tyrannical requisition of more than he is able to perform: and his peace of mind is not suffered to be destroyed by the scoffs or taunts of those to whom nature has been more bountiful. And as this discrimination is always made with all possible caution and exactness, a boy soon learns to know practically, that by an honest exertion of his abilities, he will be safe from every kind of disgrace, vexation and trouble. And this will afford a satisfaction perhaps as ade-

quate to the gratification of *his* mind, as honours and emoluments to the more brilliant and aspiring genius. I hope I need not apologize for this digression.

As soon as a boy can read an easy book, he will most probably request permission to learn to WRITE: and I can see no reason why his request should not be granted, as soon as made. To write well and expeditiously is an essential qualification. As well literary, as commercial men feel the advantage of it. And to despatch the business of the pen with ease and gracefulness, requires assiduous practice and long habit. Besides, the privilege of learning

to write being granted to the learner's request, lays him under an obligation in honour, to make all possible improvement from the instructions of his teacher. Also, this will diversify his employments : and every change from one business to another will operate as a relief to his spirits and a spur to his industry.

I will suppose the pupil to proceed thus, devoting his attention alternately to his *Spelling-book, Reading and Writing*, till he has gone completely through his Spelling-book. This done, he may have an easy ENGLISH GRAMMAR put into his hands. And as this book is to be wholly committed to memory,

mory, great care must be taken to proportion the quantity that shall be required daily, to the memory of the learner, that no early difficulties may create a lasting disgust towards Learning in general, and that of Grammar in particular. This would be a most serious misfortune ; as it would occasion the *Latin and French Grammars*, which are soon to follow in their successive order, to be received by the young learner with additional dislike.

By the time that boys have made a considerable progress in their English Grammar, they will generally have made so much improvement in reading and writing, that they may occasion-

ally be put to write down a few moral sentences, DICTATED to them by a teacher, either *extempore*, or from any English author. This will exercise them in spelling, familiarize the construction of their own language, and (being committed to memory) improve their morals.

Their knowledge of their own language will be very much promoted by a *weekly recital* of the principal parts of the English Grammar, in the catechetical form. On this occasion, the whole school makes but one class. It may be finished in less than an hour, and the trouble is richly repaid in the correctness of their performances.

Another

Another expedient to make correct writing familiar to them, which is also in itself a very essential part of education, is LETTER-WRITING. Every boy who is capable of it, is frequently required to produce a letter of his own composition. In this business, correctness and expedition are particularly encouraged: and every boy being at liberty to copy his letter neatly and transmit it to his friends, they are, by such means, sure of hearing from him as often as they please.

When the learner has conquered the *declensions and conjugations* in his ACCIDENCE, his employment will admit a little more variety. He may
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be instructed to write out at length, in regular succession, according to the paradigms in his *Accidence*, all the varieties that usually occur in the several declensions of substantives and adjectives, and in the conjugations of the different kinds of verbs.

Having thus attained a reasonable skill in the inflexions of all the declinable parts of speech, and made himself perfect master of his *Accidence*, except the Syntax, he may proceed to an easy *Latin* book with an *English* translation. The style of Cordery's *Colloquies* is neat and pure, and the matter suitable to the understanding of the learner. And a selection from
 them,

them, published a few years ago, by the *Rev. Mr. Farrer*, is well adapted for the use and progressive improvement of beginners.

Our learner must now be required, not only to construe his lesson into *English*, and occasionally out of *English* into *Latin*; but also to *analyze* a certain number of his Latin words in every lesson, by declining or conjugating them according to the paradigms he has learned in his *Accidence*. When he has done this, he must be shewn the *grammatical connexion* of one word with another, together with the *rule*, on the authority of which every word is put in this or that particular

ticular case, gender and number, or mood and tense. This exercise furnishes occasions of exemplifying the several rules of *Syntax*: and each rule, with one or more of the examples under it, must be carefully committed to memory by the learner, the first time its use occurs, and the rule itself marked in his book. The teacher will require the rule to be correctly recited, every time its use recurs. And as the number of rules will accumulate, a *weekly repetition* of them and their examples will secure to them an indelible impression on his memory. A suitable and patient perseverance in this practice will, in due time, imperceptibly get him over the most discouraging

couraging part of his grammatical studies : and he will soon be able to display and increase, his knowledge of Syntax, and his skill in the inflexions of words, by producing daily a portion of *Turner's* exercises to the Accidence,

After a sufficient time spent in acquiring the improvement which is to be gained from a diligent perusal of *Farrer's* Cordery, the learner may have an easy book without a translation, such as *Whittaker's Fables*, lately published, or *Selectæ à Veteri Testamento Historiæ*.

Here

Here it may be prudent to begin with a distinction in the lessons, and give him alternately, a short lesson to be *construed and parsed throughout*, and one a little longer to be *construed and translated into English*. An experiment may now be made, to ascertain how far he remembers the Latin words of his Author, by taking away his printed book, and requiring him to translate his lesson back again into *Latin*. If he should succeed tolerably well, he may proceed with his Latin, as well as with his English translations. This will contribute much to correctness and fluency of expression in both languages, and will gradually furnish him with that *copia*

verborum, which so elegantly distinguishes the perfect Scholar. Should the Latin translation be found too great an undertaking for the pupil in this early stage, the discerning teacher will suspend the demand of it, till his further proficiency shall warrant its renewal.

We will take it for granted, that the learner proceeds, with commendable attention, to discharge the several duties imposed upon him, till it is thought proper to let him engage with *Erasmus's* colloquies, or *Eutropius*, or both. From the former, the judicious teacher will select certain parts, to be construed, passed and occasionally committed

mitted to memory. The latter, in consideration of his succinct and comprehensive detail of the affairs of ancient Rome, comprizing a period of more than eleven hundred years, should be translated and re-translated quite through ; if that could be done, without too much encroaching upon the time which must be reserved to give the Pupil (in the course of his education) sufficient specimens of the style of the other * Roman historians and orators.

About this time, it may be proper

* *Justin, Florus, Nepos, Cæsar, Quintus Curtius, Sallust and Cicero*, may be laid before the young Translator in their turns, some for a longer, and others for a shorter space of time, according to their respective merits.

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to begin the practice of *dictating* to the boys in *Latin*. The prudence and skill of the teacher will naturally suggest to him the propriety of giving them at first, short and easy sentences of two or three words, and so proceeding gradually, in just pace with their improvement, to such as are more complex and difficult. When finished, let each boy translate them, with the help of his dictionary alone. This may be *varied* at discretion, by delivering dictates in *English*, to be *turned into Latin*.

After some acquaintance with the pure and classical dialogues of Erasmus, we will, if you please, present

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our young Pupil with *Ovid's Metamorphoses*, accompanied by *King's History of the Heathen Gods and Heroes*, which will assist him much in extending his view to the *Mythology* of the ancients, and whet his appetite for the pleasing narrations of Ovid.

This author is not to be read indiscriminately forward, which, I think, cannot be done without injury to the morals of the pupil, which ought always to be religiously guarded against every possibility of defilement. But Ovid has an abundance of beautiful and highly finished passages, which a judicious Teacher can select for the entertainment and improvement of his

his Pupil, without danger to his morals.

The labours of our Pupil are now susceptible of additional variety. Many portions of this Author must be *committed to memory* : and he must be taught to investigate the structure of Hexameter verse, by the frequent application of his *scanning rules*.

After some progress in Ovid, he may begin with the *Greek Grammar*, if intended to learn that language. *Dr. Ward's* new edition of the grammar abridged by *Camden*, from the larger work of *Grant* his predecessor, for the use of *Westminster school*, is particular-

ly well accommodated to the Tyro in Greek. Here, as in the Latin grammar, let the learner make himself perfect in the *declensions and conjugations*, before he attempts to go regularly thro' the grammar. When he has learned these, St. John's Gospel will be found easy to begin with : and if he is required to *parse every word* in each lesson, before he has gone half through it, he may be removed to Luke, which is rather more difficult. When Luke becomes easy to him, the Acts and Epistles will furnish lessons for his progressive improvement.

Pretty nearly in this way, we proceed to improve the classical knowledge

ledge of our pupil, and refine his taste for solid learning, by carrying him thro' the most celebrated poets and other authors of ancient *Greece and Rome*. The *Master's* particular attention is directed to such illustrations, as tend to make his pupils relish the beauties of those immortal standards of just composition. He also occasionally points out the excellencies of the various Writers, whose works have adorned and enriched our own language. And as this is a work of time, he recommends that the pupil be kept to it as much as possible, for two, three or four years immediately previous to his departure for the university; but, not however, so as to debar him from attending to

the demonstration of *Euclid's Elements* and the rudiments of *Algebra*.

With respect to such Pupils as are not designed for the University, or a profession ; it is found most eligible (because it generally best answers the views of their parents) that they should not devote more than a *third part* of their time at school to classical learning.

The great and general demand of a thorough proficiency in the FRENCH TONGUE has induced the Master to assign the *same proportion* of time to *that* language ; in teaching which, nearly the same gradually progressive method,

method, as has been minutely described with respect to the Latin, is practised with success.

In a merchantile community, penmanship and commercial knowledge will necessarily claim a large share of the time allotted for education, which is generally expected to be completed, by that time the Pupil attains the age of fourteen or fifteen. Therefore to accomodate the *merchantile interest*, the remaining *third part* of our time is devoted to the improvement of our pupils in PENMANSHIP, ARITHMETIC, MERCHANTS' ACCOMPTS and MATHEMATICKS, together with their OWN LANGUAGE. Such as are well

skilled in these branches (and such only are competent to judge) know, that to excel in them, a considerable length of time and close application are requisite. And to such as have known the trouble and hinderance to the business of a counting-house, which have accrued from raw, half-educated boys, who can scarcely copy a letter correctly, and by no means expeditiously ; boys who are well acquainted with their own and the French language, understand accompts perfectly, write well and quickly, and have contracted habits of industry, must doubtless be very desirable.

Besides the attention which is here
paid

paid to GEOGRAPHY, by pointing out places in the maps, as their names occur in the books which our Pupils read, they are carried thro' a regular course of this study, in the evenings, when they have the use of larger maps and suitable treatises on the subject. And to enlarge their ideas on this head, they are, in their turns, exercised two or three times a week, in the solution of the most entertaining and interesting *problems*, on *Adams's* excellent improved *globes*. They are also taught to solve a variety of problems on the *maps* themselves.

And when they have acquired a competent knowledge of *geography*,

they are progressively introduced to the HISTORY of their own and other nations both ancient and modern and to BIOGRAPHY.

While one set of boys is engaged in solving problems, another is occupied in *committing to memory* a speech, or rather extract from some eminent Author, to be recited publicly as an exercise in *elocution*. On this occasion, the body of Speakers is drawn out before the Master's desk : each, in his turn, stands to deliver his speech, at the other end of the school-room, to encourage a habit of speaking audibly and distinctly : the whole school assembled and disengaged from all other business,

business, constitutes the audience : and the best Speaker is always praised and rewarded.

At the same time that these two sets are solving problems and preparing speeches, a third is employed in COMPOSITION. The *themes* are afterwards examined, their merits ascertained, and their defects pointed out.

These employments are assigned, by Rotation, to all who are capable of them.

The young gentlemen speak *French* two weeks in every three, the third
week

week being allotted to the use and improvement of their native tongue.

Dancing, drawing and the *Prussian* exercise are taught regularly twice every week.

Those who learn SHORT HAND are instructed daily by the *Master* himself, during the time of their attendance on the Writing Master. The system used here is remarkably simple and easy.

A conviction that an agreeable *variety* relieves the young mind from that kind of disgust which will, in some degree, arise from too long an application

application to one branch of study, has induced the Master of this seminary to diversify the daily employments of his Pupils, as much as the prescribed plan of their education will permit. And that they may execute their business with pleasure, he takes every gentle method to kindle in their youthful breasts a commendable *emulation*, to excel, and a willing and industrious exertion of their abilities, to accomplish that excellence.

The *satisfaction* of those who honour him with their commands, being an object of which he desires never to lose sight ; he requires each Pupil, every *Saturday*, to give an exact account

count of the business he has done during the week ; which, at the end of the half year, is summed up, copied out and sent home, for the inspection of his parents and friends.

The writer of this address acknowledges himself a decided advocate for EXHIBITIONS calculated to display the attainments of pupils. They have been in many instances, the happy means of calling forth latent genius and introducing its Possessors to valuable connexions and enlarged prospects in life. But as even the intrinsic excellence of a thing will not always warrant its indiscriminate application, he finds it necessary to modify his practice in this

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respect,

respect, in such a manner, as (he hopes) will give satisfaction to all

—— Some parents, who know that their children's abilities are not of the first rank, are perhaps apprehensive that an exhibition will expose defects which they would wish to conceal— Some may be willing to indulge the aversion of their children to the extraordinary application that is requisite to their passing thro' the solemnity of an exhibition with *eclat*—— Some censure exhibitions, on a ill founded presumption, that they are intended only *ad captandum vulgus*.—— And others are unfavourable to them, from an idea that the time spent in preparation is too great an interruption to the ordinary course

course of business, and consequently so much time thrown away.—Doubtless many are duly sensible of their great utility, towards the the improvement of all who are intended for professions, which require the practice of speaking in publick.

Now amidst this variety of opinions, he wishes to shew due respect to all, by declaring, that in future no pupil shall be required to appear at an exhibition, who can produce a letter or or note from his parents, expressive of their desire that he should be excused. Such may proceed with their ordinary business, while the others are preparing for the exhibition. But should the
number

number of those who are desirous to avail themselves of this mode of improvement, at any time, unfortunately bear only a small porportion to that of those who wish to decline it, the obvious inference is, that it must be discontinued.

III. DISCIPLINE.

With respect to *Discipline*, an exact and continual attention to the behaviour of pupils will be the best lesson that can be given them. It will from time to time furnish the intelligent and watchful Teacher with opportunities of knowing their dispositions and ascertaining

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their

their characters. And here, every instance of improper conduct is to be noticed in some way or other. Very frequently, a friendly and temperate admonition, candidly adapted to convince the offender's understanding of his error and its evil consequences, will induce a degree of caution, which shall restrain him from a second offense of the same kind. And when we perceive that this mild and reasonable admonition has its effect, we have no occasion to resort to stronger methods of enforcing general good behaviour and conformity to established rules and orders.

But all boys are not of this mild and
confederate

considerate turn. The generality are more bold and less thoughtful—and some even bring to school corrupt habits of deplorable wickedness. For the first, those I mean who are too giddy or too daring to regard a sober and mild admonition, a *task* proportioned to the nature of the offense, of which one of this description stands convicted, will most probably prove a salutary punishment. For as this task is to be learned whilst the others are at play, his desire of amusement will naturally urge him to be more attentive to his conduct in future. Should the offense, nevertheless, be often repeated and persisted in, corporal punishment must, at length, though

with reluctance, be resorted to. And in such a case, previously to the actual punishment, I would commonly make an offender *Judge* of his own fault—expose it calmly to him in its true colours—reckon up its aggravations—contrast it with the conduct he ought to have observed—and then ask him, how I can (consistently with my duty) do otherwise than correct him? The happiest effects have resulted from this practice.

As to those who betray habits of deplorable wickedness; though it is possible a case may happen, in which a master, being candidly forewarned, may, and ought to assist a disconsolate parent,

parent, by attempting the reformation of a profligate child ; the hopes of success are so small, that I shall lay it down, as my general rule, to dismiss at once an incorrigible Pupil; rather than (by retaining him) incur the risque of his corrupting others.

In case of a *complaint* preferred by one boy against another, the most *summary* way of proceeding is the best. The accuser declares his complaint in the presence of the party accused, who must immediately acknowledge, or deny the charge. In some cases, a sense of honour—and in others, the fear of the punishment annexed to lying and equivocation, will

produce an explicit confession ; which being made, the party aggrieved is asked, what satisfaction he demands. This is an appeal to his *candour*, which, seeing he now has his adversary, as it were, in his power, usually overcomes his anger or resentment so far, as to make him declare, that he desires no other satisfaction than a forbearance to repeat the offense complained of, upon which the offender makes his bow, and apologises for his misconduct, or returns thanks for the lenity shewn him. A suitable admonition, if necessary, is then given to one or both, and they retire in mutual good humour. By this method, much of the *petulance* incident

incident to boys is happily suppressed, —a spirit of forbearance on one side— and honour on the other, is cultivated and cherished—and they manifest a gradual improvement in that truly-desirable qualification—a *liberal* and *gentlemanly behaviour*.——Should the satisfaction demanded appear disproportionate to the injury alledged, judgment is deferred till the resentment which urged the demand be reasonably allayed. However, in some cases punishment will be unavoidable.

But *antecedent* to all punishments, and to the possibility of their being necessary, it is proper to state to each scholar, at the time of his entrance,

the general outlines of moral conduct he will be expected to observe ; and to inculcate, in suitable language, the propriety of conforming to the rules and regulations of the society, of which he is about to become a member. An admonition of this kind, by way of *charge*, at a time when a boy's mind is *unusually susceptible*, will sink deep in his heart.

LIMITED NUMBER.

That the Pupils of this School may fully enjoy the benefit of *liberal education*, their NUMBER is *limited* to FORTY. They must all be the children

of truly respectable parents. And as the disposition of the master inclines him to render the most ample justice to his Pupils, he constantly retains in his house an *able teacher* for each of the three departments above mentioned. Conformably to this arrangement, the whole school is distributed into *three divisions*, and in the course of a day, each division receives the instructions of every teacher.—The *master's* attentions are either extended generally over the whole ; or particularly engaged, successively, by each individual, as he sees occasion. In this manner are *four teachers* continually employed in forwarding the improvement

provement of *forty pupils*, making, on the whole, an average of *ten* scholars to *each*. It must be obvious, that this arrangement is much more favourable to the improvement of the scholars, than to the emolument of the master.

It is to be understood, that this arrangement is not so rigidly insisted on, as to debar any pupil from devoting his whole time to the prosecution of his studies in any one or two of these departments. No Pupil is constrained to pursue any branch of study which his parents apprehend he will not have occasion for, or with respect to which they are willing to indulge
any

any peculiar aversion, or deficiency of genius in him. The *reputation* of a school is best promoted by the *complete and speedy accomplishment of the parents' commands*: and to that the writer of this address will always look up as the only human means of securing a succession of Pupils.

And as this school, by the above moderate limitation of its number, will be kept free from that inundation of scholars, which (in such seminaries as admit all that apply) is frequently found to retard the proficiency of many, and diminish the comfort of all; it is hoped that parents will not think it unreasonable, that

six month's notice of their intention to remove their children from it, will be expected. Indeed, without such friendly intimations, it will not be possible for him to *keep up* the number, which, for *their satisfaction* he engages *not to exceed*.

IV. RELIGION AND MORALS.

I have joined these two articles together, because the latter ought to bear the same relation to the former, as the Effect bears to its Cause. For as the first, without the last, is detestable hypocrisy and fanaticism; so the last, without the first,

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is mere Pagan virtue. But before I proceed further, I beg leave to explain that the RELIGION I mean to inculcate has nothing *morose*, *melancholy*, or *austere* in it. In a just medium between the blasphemous Atheist, who would pretend to *live without God in the world* ; and the weak votary of enthusiasm and superstition, who would wish us to consider “ every innocent enjoyment as an offence to the deity ;” I would have my Pupil’s mind well convinced of the existence of God—competently instructed in his nature and attributes—and accustomed to think of him with cheerfulness. He should be taught to regard the supreme Being as the author of all his enjoyments,

ments, and consequently to look up to him with gratitude and love. He should be frequently reminded, that the eye of this beneficent Creator and Ruler of the universe, is always over him—that he is *particularly pleased* with those who are *obedient* to his laws, which are revealed to us in the holy Scriptures—and that he is *terrible* only to such as *despise* and *disobey* his commandments. All the perfections of the Divine Nature may be illustrated to the Pupil, in such a way, as to make *each* a suitable foundation in his *mind*, for the superstructure of some *virtue* in his *conduct*.

Such

Such parts of every *Sunday* as are not occupied in attending publick worship, may be profitably filled up by reading the Holy Scriptures and other books which deliver religious instruction in a sober and rational manner. And a portion of this day ought generally to be assigned to the business of storing the young mind with the doctrines of *Christianity*, so far at least as an able and judicious illustration of our excellent *Church Catechism*, will authorize us to proceed. There are many valuable works on this subject, by some of our best divines, as Bishop *Williams*, Mr. *Lewis*, Archbishop *Wake*, and Archbishop *Secker*; some of which are very proper to be committed

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ted to memory, and others to be attentively perused.

In aid to the good impressions which we endeavour to make on the minds of our pupils, by spending the *Lord's Day* in an improving manner; it is thought necessary and proper to begin and end the business of *every* day with Prayers selected from the service of the Church. This contributes to preserve a sense of the presence and blessings of God, and is conducive to the order and regularity of business.

Religion, thus attended to, affords a suitable and firm foundation for the practice of *good morals and gentlemanly behaviour*

behaviour on all occasions. And if my pupil duly remembers that he is a *Gentleman* and a *Christian*, I shall have great hopes of his acting up to the respectability and value of those characters.

The whole concern of MORALS respects *ourselves*, and *those* with whom we are *connected*.

With respect to *himself*, the pupil must be instructed, that his improvement in knowledge, the cultivation of his understanding, the good government of his passions and appetites, prudence, discretion, diligence and cheerfulness, are duties which he owes

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to himself; and that the practice of them will be of unspeakable advantage, and the neglect of equal prejudice to him.

The *social duties* respect *all those* with whom we are any way *connected*. Under this head, much may be done by a frequent application to the great rule of *doing to others as we would have them to do to us*. Duly recollected, it will teach the pupils to exercise justice, benevolence, truth, candour, gratitude, friendship, condescension and politeness, and help them to suppress a spirit of contention and resentment. Dutifulness to parents, a cheerful and ready obedience to masters and teachers,

ers, and a temperate subordination to all lawful superiors, are duties of great importance to the peace and happiness of the community, and claim the particular attention of all who are intrusted with the sacred charge of educating the rising generation.

A sense of *honour*—the desire of maintaining a *good character*—is of great use to restrain boys from any considerable violations of moral duty. This is therefore to be cherished and encouraged with all possible address and delicacy, on the part of the teacher. And nothing is so likely to make the pupil become a *Man of Honour*, as habituating him early to regard

every violation of duty as something base, mean and unworthy of a gentleman.

I know of but one *stronger* incentive to good conduct, and that is a *religious sense of duty*. That the Almighty Creator and Judge requires this, and forbids that, is unquestionably the most powerful motive that can be proposed, to induce a reasonable Being to perform what is commanded, and forbear what is forbidden. Young minds are soon susceptible of such impressions, and we cannot be too early in inculcating them, in various ways, suited to the age and understanding of each. And *long habits* of recurring

to such a *principle* of action, may be expected to impress it on the mind of the *boy* with such *firmness*, that the *man* shall be the *better* for it as long as he lives.

All that is here intended can be done without prejudice to the *natural cheerfulness* of my pupil, which I would on *no account violate or depress*, but only *regulate*, for the preservation of his innocence, that he may go out into the world with a *good character*, honourably merited, and make his way in it, with as little danger as possible, from the snares of vice, debauchery and wickedness.

Under this head, it may be proper to observe, that as habits of EXTRA-VAGANCE, which are often early contracted, are powerful incitements to *vice*, and forerunners of *misery*, *shame* and *ignominy*; it is of great importance to accustom youth to be *frugal* in the expenditure of such sums of money as the bounty of their friends may furnish them with. To this end, every boy has a *Cash-book*, in which his receipts and disbursements are to be faithfully entered, accurately balanced, and produced every *Saturday*, that it may be seen that the account and the cash in hand agree together. This examination affords an opportunity of advising the pupil, what arti-

cles of expense are improper : and in a short time he will learn to avoid all that are so accounted. The habit of this practical economy, continued through life, would be of great utility.

A turn for *pernicious expenses* being thus timely checked, the mind will be more at liberty to pursue its *improvement*. To encourage a *voluntary application* to which, a collection of ENTERTAINING AND INSTRUCTIVE BOOKS is provided, for the use of those who incline to devote a part of their leisure to reading.

The reader has now before him the *tout ensemble* of a Plan of Education,

in which the advantage of the scholar, and the satisfaction of the parent have been uniformly considered. The Author's aim in digesting it, as well as in the practical execution of it, is to mix the *useful* and the *pleasant*, in such a manner, as to divest his school of those *terrors*, with which young minds have been known to regard *seminaries of learning*. How far such terrors are well or ill founded, he does not presume to enquire: but he is clearly of opinion, that it is possible to make the time a youth must spend at school, pass away *agreeably* and *pleasantly*—to make him *love* his *teachers* and his *learning*—and so to pave the way to
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his *solid improvement* in both *knowledge and virtue*.

Children *love* their *parents*, because they pay attention to their *comfort*: and the *master* who will exercise the *some attention*, shall be sure to *share* their *affection*.

Such is the *principle* of a SCHOOL FOR YOUNG GENTLEMEN, established in a most *eligible situation*, at an *easy distance* from town. The Author has endeavoured throughout to express himself with that *simplicity* and *candour* which his *profession demands*: and he has *studiously avoided* the mention of *any advantage*, which is not *actually realized*

realized in the economy of his house and school.

H I S T E R M S

For Board and Education in the English, French, Latin and Greek Languages, Writing, Arithmetick, Merchants' Accompts, Mathematicks, Geography, the Use of the Globes, and Short-hand Writing, are

THIRTY GUINEAS PER ANNUM.

He requires no Entrance-fee : but those who desire to have the benefit of the Library, contribute each a guinea towards its augmentation.

Those

Those who demand extra accommodations will not object to a proportionable increase in the charge.

Dancing, Drawing, Music and (commonly) the Military-Exercise, are extra Expenses ; as are also weekly Allowances, Books, stationary Wares and Tradesmen's Bills.

This school keeps two Vacations, of a calendar Month each ; the Christmas Vacation commencing on the Thursday before the 24th of December ; and that of Midsummer, on the Thursday before the 24th, of June. Those who reside here at such times,
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are subject to a moderate additional charge. It also allows a short Recess at Easter, from Holy Thursday to the end of Easter-week.

The bills are to be paid at Christmas and Midsummer; and *Messrs. Staples, Newman, Anderson, Staples and Lynn*, his Bankers, No. 83. *Cornhill, London*, will give receipts to such Gentlemen as choose to pay them into their hands.

Ladies and Gentlemen desirous of testimonies in support of what the Author has said, are respectfully requested to address, or call upon, the
Rev.

Rev. T. Lancaster, Wimbledon, Surry,
 who can give references to persons of
 the first respectability, both in London
 and the Country.

F I N I S.



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